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AMERICAN GOVERNMENT

A COURSE OF STUDY ESPECIALLY
DESIGNED FOR FLORIDA WOMEN



"FLORIDA FIRST"

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GENERAL EXTENSION DIVISION RECORD

UNIVERSITY OF FLORIDA

AMERICAN GOVERNMENT

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FOREWORD

AMERICAN GOVERNMENT

In a government where the people are the rulers, there is no evil to which society is a prey for which the people are not responsible. In order to discharge their responsibility most efficiently and effectively, there is a growing desire on the part of men and women to know more about the underlying principles and the organization and operation of government in the United States as well as the present greater duties and responsibilities of all citizens. For this reason, as a part of its Americanization program, the General Extension Division of the University of Florida and the State College for Women will furnish the following outline to extension classes for the study of American Government and Civics. However, before the studies in this outline are undertaken there are certain characteristics of our government which it is necessary to point out that they may be always in mind.

Our government is not a direct democracy; it is a representative democracy or more accurately, a republic. The people, though they have in their hands the powers of government, exercise those powers indirectly rather than directly. Instead of the people all getting together to enact laws or to transact the public business as was done in the old New England Town Meeting, the voters elect representatives to do the public business for them.

In our private affairs if we find it necessary to choose an agent to do some piece of business for us, we recognize the importance of having ourselves such a knowledge of what we want done as to be able to instruct the agent and to pass intelligently upon his manner of performance. How much more important it is that when we choose agents to attend for us to the closest interests of our lives that we be sufficiently informed to be able to select fit agents to serve us and to judge accurately and fairly as to their manner of conducting our business since those whom we have chosen to act as our servants in the government of the country can only assume the role of masters when the true master is not sufficiently informed to choose good servants or to judge of their work it follows that a government by the people can be a good government only when the people are sufficiently informed as to the principles of their government to be able, if they choose to do so, to take over the direct management of its affairs.

The functions of government are positive rather than negative. It was formerly and until comparatively recent times the habit to think of government as only an agent of restraint; it was thought of as always saying to the citizen "thou shalt not". But we are coming more and more to think of government as having to assume positive duties, that it should undertake positive measures for the direction of the social will along lines of enrichment and enlargement.

Ours is a dual government, that is, unlike any other nation in the world we have a group of largely autonomous states that have surrendered some of their sovereign powers to be exercised for the good of all by a general central organization called the National Government.

As originally each state possessed all the attributes of sovereignty and by common agreement all gave up some of these powers to be exercised by the central government we say that the national government is one of delegated powers, while the state governments are based upon such of the original powers as were not so delegated, that is, the state governs by reserved powers. This division of powers should not lead us to look upon either the national or the state government as more important than the other. Each is supreme within its own sphere of action, but if either should fail to function the people would suffer. Hence, to have a working knowledge of the system of government under which we live it is necessary to study the national, the state, and the local divisions, and to show how in their various workings they are made to coordinate.

METHOD TO BE FOLLOWED IN THE STUDY OF LESSONS

This outline has been prepared on the assumption that the women of the state are willing to undertake the study of American government. It is coming to be more and more recognized that woman is a power in the state, and that to exercise that power constructively she must undertake the work of self-education, making use of all the assistance she can get.

The aim has been, while making the outline as comprehensive as seemed practicable, to make it at the same time easy to follow and workable in the hands of those who might not have access to large sources of reading matter.

All clubs and classes using this study outline must do so under the direction of the General Extension Division and the supervisor in charge who will keep in constant touch with them and provide lecturers.

Every club in entering upon the study of American government should have a few of the most helpful publications for study and reference.

The following list, while far from exhaustive, will enable the student to fill out the outlines which make up so large a part of the following pages. An expenditure of not to exceed five or six dollars will put the club in possession of all that is here listed. In some instances it will be found that the book mentioned is in use in the schools of your city and will therefore be readily available.

All the official reports of officers of the state government for the last biennial period should be within reach and can generally be had gratis by application to the proper state officer.

The charter of the home city, where such an instrument exists, and a copy of the city ordinances.

The Florida Blue Book.

Directory of State and County Officials of Florida, latest edition.

"The Community and the Citizen," by Arthur William Dunn, published D. C. Heath and Company, New York, \$1.00.

"The New Civics," by Roscoe L. Ashley, Macmillan Company, New York, \$1.20.

"Preparing for Citizenship," by William B. Guitteau, Houghton Mifflin Co., Boston, 80c.

"Government in State and Nation," by James and Sanford, Charles Scribners Sons, New York, \$1.10.

"The Woman Voter's Manual," by Forman and Shuler, The Century Co., New York, \$1.00.

Bureau of Education Bulletin 1917, No. 54, Washington, D. C., to be had for the asking, Department of the Interior.

A series of articles in the Literary Digest commencing with the issue for February 28, 1920, entitled "Lessons in American Citizenship".

Much valuable information can be found in the New York World Almanac for 1920, and in earlier issues.

ANALYSIS OF THE POWERS OF GOVERNMENT

Divided Into	1. Legislative...	National.....	Senate of U. S.....	{ Election Qualifications Duties & Privileges Method of Procedure
			Represent's.....	{ Election Qualifications Duties & Privileges Method of Procedure
		State.....	Senate.....	{ Election Qualifications Duties & Privileges Method of Procedure
			Represent's.....	{ Election Qualifications Duties & Privileges
		Municipal.....	Mayor and Aldermen.....	{ Election Powers and Duties Methods
			Commission Form.....	{ Election Division of Duties
			City Manager..	{ Ordinances
	2. Executive....	National.....		{ Qualifications
			President.....	{ Powers and Duties Election Impeachment Appointments
			Appointive Officers.....	{ At Home Abroad Responsibilities Removal What Offices
		State.....		{ Appointments Removal 10 Members Powers & Duties
			Governor.....	{ Election Powers & Duties Appointments
			Appointives.....	{ Responsibilities Removal What Offices
		Municipal.....		{ Cabinet, Differs From National How
				{ Mayor & Alderman Commissioners Manager
3. Judicial.....		National or State Courts.		{ How Created
				{ Grades..... { Supreme Circuit District Special
		Municipal.....		{ Jurisdiction of Each
				{ Justice of Peace Juvenile Police Domestic

LESSON I

A PRELIMINARY VIEW OF THE FIELD OF STUDY

This lesson should be carefully considered as it states principles which are presented more in detail as we proceed with the later lessons.

In seeking to understand any system of government, there are three questions which we must seek to answer: What do those responsible for the government think it should undertake to do? Should it govern much or little? Second: How is the government organized for doing what in theory it ought to do? Third: What, of all that it should do, is it doing?

The opinions of men have varied vastly as to our first question, and many answers have been given. But there has been a very general agreement that government should furnish protection to the state from enemies from without, and from those within its borders; that it should safeguard the public property of the state; and that it should administer that property to the greatest advantage of the people of the state. Other functions falling upon it may be found by a hasty review of the writers of the past.

For example, Plato declares in his *Laws* that "The state can and should take under its absolute control the entire lives of the citizens." But, as suggested by Mill, this either postulates an infallibility or something very near it in the rulers of the state, or such a depth of comparative imbecility in the rest of mankind, as to unfit them for any voice whatever in their own government.

With Aristotle, the fundamental aim of the state is, or should be, the development of the ethical and intellectual natures of its citizens, to render possible a rational life, and to dispose men to lead it.

The Preamble to our National Constitution states clearly what we have adopted as the functions of government in these United States—"To establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity."

Has any other group of people ever set forth a more noble program? Justice, tranquility, defense, general welfare, liberty! Let us attempt to get clearly before our minds the full connotation of each of these terms! It is only by so doing that we shall be able to grasp all that is implied in the word Americanism. How much there is in that word justice. Our dictionaries define it as conformity in conduct or practice to the principles of right; strict uprightness; regard for or fulfillment of obligations; rectitude; honesty. Madison says in the *Federalist* that, "Justice is the end of government; it is the end of civil society. It ever has been, and ever will be pursued until it is obtained, or until liberty be lost in the pursuit."

If the Preamble had omitted the other four purposes and declared only that we the people of the United States, do establish and ordain this constitution to promote justice among men, it would have set before the American people a task to call forth all of their energies. Secure justice and all other things will be added unto you. In this is all of the law and the prophets.

Strict uprightness, fulfillment of obligations, honesty! Each of these words furnishes a theme for an entire discussion. Here is no mention of a privileged class, whether millionaire or proletariat; no compromise with truth for expediency; no premium for self-seeking or egotism. If the citizen could but be brought to seek justice, and to do justice, our political atmosphere would be cleared of its threatening clouds.

The second object—"to insure domestic tranquility". Tranquility at home, within the body of our own people. What do we mean by tranquility if it be not quiet, repose, a satisfied condition of mind? In a state where this condition prevails there is no struggle of class against class; there is no jealousy of the success of another; there is no disposition to create discontent by undue ostentation and flaunting in the eyes of the many the more or less honestly secured gains of the few. It is one of the objects of our government, one of its duties, to secure domestic tranquility. Though we certainly have not yet attained that object, is there in any of the schemes that have been proposed to substitute for it any promise of a nearer approach to this attainment? It may well be that with human nature as it is, perfect tranquility is one of those states of perfection towards which the race must always strive with no prospect of ever reaching the goal. The virtue must be in the striving; the reward the progress made.

"To provide for the common defense;" the defense of all. Every social group is constantly menaced by enemies from without who but wait for an opportunity to break in upon it and to overthrow its institutions. It is threatened at all times by the far more insidious and dangerous foe, that ever lurks within its body working like a cancer to destroy the integrity of its tissues, ready to break out at any moment and scatter destruction and death.

The former of these enemies may be easily provided against; but the menace of the latter is much more to be dreaded. It is this form of enemy that we are now called upon to combat. It fights by every known form of assault. It enters the home and poisons citizenship at its very source. It carries its attack into the factory, the mill and the workshop. It assails the farmer at the plow, the pupil in the school, the judge upon the bench, the statesman in the forum. Its weapons are deceit, misrepresentation, the bomb of the terrorist, the torch of the incendiary, the camouflage of pretended righteousness. It plays upon the ignorance of the foreigner, the cupidity of the selfish, the holiest sentiments of the virtuous, the discontent of the unsuccessful. How are we to combat this never-resting foe? One of the fundamental purposes for which we, the people of the United States, ordained that constitution, was to provide for the common defense. Every time you raise your hand and proudly assert "I am an American citizen," you declare that you are doing all in your power to bring into perfect realization every promise of that document which sets forth what American citizenship is. Are you then telling the truth? Are you seeking to provide for the common defense? The American government is in the hands of the American people; they alone are responsible for the carrying to fulfillment every promise. It is the integrity of the American people as a nation that is attacked. It is the American nation as a people that must meet and overcome the danger.

Against the multiform weapons in the armory of the enemy, we need but one weapon—the flaming sword of truth. This weapon boldly wielded by the arm of an intelligent, loyal, and ever-watchful citizenry need fear no defeat.

But we must have that intelligent citizenry. Education is the talisman that must be carried in the fore-front of the battle against ignorance. To teach others, we ourselves must first be informed. Unless we have come to the fullest realization of all that is expressed and implied in the word, Americanism, unless we are able, by precept and example to show what a true American is; we are not fit to become the teachers of others.

The history of America, the history of the struggle of our forefathers in England and America, the history of our government, the story of how our liberties were won by a long series of conflicts, of the many campaigns against

the enemy within, and the battles that have been won against predatory wealth and selfish politicians, all this must become as familiar as a nursery tale to all who are or who wish to be enrolled as Americans. To join in this campaign of education is to do our part towards providing for the common defense.

"To promote the general welfare." The welfare of all. Not the welfare of some at the expense of others; not the welfare of those who have met with marked success in business to the neglect of the less successful; not the welfare of any privileged group, but the **general welfare**.

Welfare means the state of faring well; being exempt from pain or discomfort; prosperity; well-being. We all believe that this is due to every person, and as American citizens we declare that we have established our government for the very purpose of promoting the general welfare, that is, that you and I are pledged to this.

We believe that every avenue to promotion in the state should be open to all; that superior efficiency should be rewarded; and that full opportunity should be given for every man or woman to develop to the highest attainable degree every possibility of his nature. That is our theory. How far are we ready to make our practice conform to theory?

The happiness of men is intimately connected with their welfare, so that in securing the latter we go far towards arriving at the former.

Finally, we have said in declaring ourselves Americans, that we have established a government, the object of which is "To secure the blessings of liberty to ourselves and our posterity". Not simply to secure these blessings to ourselves and ruthlessly declare "after us the deluge", but to pass on to posterity the blessings undiminished.

Were we not pledged for a hundred years to meet the challenge hurled by Germany, when she threatened our liberties? Had we not recorded a promise to generations yet unborn?

Liberty! How the hearts of men have thrilled in all ages at the sound of that word! It meant release from all forms of subjection. It meant freedom to worship God according to one's conscience. It meant opportunity to make the most of the one talent or the ten with which the Master had entrusted us. It means the right to sit beside one's own fountain and to drink of its pure waters unmolested and unafraid. In the name of liberty, man's noblest deeds have been performed, the most unselfish sacrifices borne, and sad, too sad to recall, the most barbarous cruelties inflicted.

Do we not see by this rapid analysis of the preamble of our constitution that the answer given by the framers of that instrument to our first question—what ought the government to do—has marked out a very wide program, a program that calls for the highest skill, the greatest energy, and the most profound loyalty of every citizen of our land?

It is suggested that prior to the meetings of the club some member be appointed to read to the club the above remarks, and that all of the members prepare for a general discussion of the various heads to bring out the views of the members as to how we are falling short of our duty as citizens and how the condition may be improved, not so much in our neighbor as in ourselves.

READINGS:

In all of this study those sections of the national or state constitution that are under consideration should be carefully read before the class.

Read the Preamble to the National Constitution and the Preamble of your State Constitution.

Read carefully the first ten amendments to the National Constitution, and point out which one of the specific guarantees of the Preamble each is intended to secure.

DISCUSSION OF THE ABOVE POINTS BY THE CLUB

Leader of discussion.....

Each member should be prepared to answer the following questions:

1. What is an ex post facto law?
2. Which of the six guarantees would such a law violate?
3. What are the reasons given in your state Constitution, in the preamble, for the establishment of the state government?
4. Are there any guarantees in the state preamble not found in the national preamble? If so, point them out.
5. The national constitution gives to Congress control of post offices and post roads; which of the six guarantees does this secure?
6. Give in a general way the purport of some law of your state that is intended to secure the general welfare.
7. Give a law of your state that is intended to promote the general tranquility.
8. Name, if you can, some law of your state that is not calculated to secure justice at all.

LESSON II

LEGISLATIVE DEPARTMENT OF THE NATIONAL GOVERNMENT

In the older forms of government it was the custom for the ruler to announce to his subjects his will in the form of laws or orders and to see to the execution of the law by a body of officers of his own choosing, who were responsible to no one but the ruler who appointed them. To adjudicate questions arising out of the administration of the law, the ruler appointed judges who, likewise, owing their office to him were responsible to him alone.

In the formation of our government it was considered that as the powers of government were primarily in the hands of the people, all officers should hold their offices from the people and be directly responsible to the people for the manner in which they performed the duties of their offices. For this reason the government is divided into three coordinate branches, the legislative or law-making branch which enacts the laws but has nothing to do with the execution of them, nor with the adjudication of legal questions that may arise; the executive department whose sole duty is to see to the carrying out of the laws made by the legislative department; and the judicial department whose work is to declare the meaning and interpretation of the law.

By this system of distributed powers it is made impossible for any one group of men to get such a control of the machinery of government as to enable them to endanger the liberties of the people, and to further safeguard these liberties there is set up in the constitution a system of checks and balances by which the action of either of the departments of government in the most important matters is made to depend upon the cooperation of one of the other departments; for example, while the appointment of men to the various offices of government is a purely executive function, the appointments made by the president must be approved by the Senate before becoming effective; again while Congress alone may make the law, the law when made may be reviewed by the courts to determine whether it conforms to the fundamental principles laid down in the constitution; and finally, if the courts give to a law passed by Congress a meaning other than that intended by the law makers, these latter may pass the law in an amended form to make it clearly express a meaning other than that given it by the courts.

It is a very interesting as well as valuable exercise to try to discover by a careful reading of the constitution all of the checks and balances provided in that instrument.

In the framing of the constitution the members of the convention wisely saw that no work of the human mind could be made perfect, or to fit the changing conditions of a growing nation unless provision was made for an orderly way of changing the instrument as the changing relations of men made change necessary, hence one of the articles of the constitution points out the manner in which it may be amended.

The interests of the people are more apt to suffer if the law making body acts impulsively and under the spur of public excitement than when time is taken for fuller consideration and the subsiding of popular clamor. For this reason the law-making department of our government is divided into two branches, the Senate and the House of Representatives.

Paper by

READINGS:

Articles in the Literary Digest under title "Lessons in American Citizenship", commencing in the issue for February 28, 1920, and continued in following issues.

Forman and Shuler, "The Woman Voter's Manual," chapter 3.

Guittau, "Preparing for Citizenship," pages 163-170.

James and Sanford, "Government in State and Nation," chapter 14.

Ashley, "The New Civics," pages 214-245.

POINTS TO BE COVERED IN THE PAPER

Study carefully Article I of the National Constitution. Note especially the qualifications for senator and for representative; manner of election; term of office; salary; duties and privileges of members; how legislation is carried on; work done by committees; filling of vacancies. Make this study for both houses of Congress.

DISCUSSION OF THE ABOVE POINTS BY THE CLUB

Leader of discussion.....

Each member should be prepared to answer the following questions:

1. Where are the laws of a national character made?
2. What determines who may vote for representatives in Congress?
3. Give qualifications for representative in Congress.
4. How were United States senators elected? How are they now elected?
How and when was the change made?
5. How is representation apportioned among the several states? See Sec. 2, Art. 1 of national constitution. How many representatives has your state? Who are they?
6. Write out the whole course of a bill through Congress, from its introduction to the time of being sent to the President.
7. What determines whether a person elected to Congress will be allowed to take his seat as a member?
8. How are vacancies in the representation in Congress filled?
9. By whom may impeachment charges be brought? By whom tried?
10. What difference exists as to the manner of securing a presiding officer in the two houses of Congress?
11. Are all the members of an acting senate of the United States chosen at once?
12. Are all the members of the House of Representatives chosen at the same time?
13. How often must Congress meet? How often may it meet?
14. Name the privileges as to arrest that may be claimed by members of Congress.
15. A member of Congress on his way to attend a session of that body commits a murder; may he be arrested?
16. What is the extent of punishment in case of impeachment?

LESSON III

LEGISLATIVE DEPARTMENT OF THE STATE GOVERNMENT

At the beginning of these lessons, it was pointed out that there resided in the people of the state as the source of power full and complete rights of sovereignty, which would entitle them to legislate upon all subjects that might touch the interests of the people of the state, but that in order that there might be more perfect union among the states than had existed under the Articles of Confederation, the people of the various states, by adopting the Federal Constitution agreed to part with certain of their sovereign rights and to clothe Congress with the power to legislate on all such subjects.

A careful study shows that in every instance a power delegated to Congress deals with a subject or subjects in which the states have a common interest, and which if left to the various states would lead to endless confusion.

But when the states had thus surrendered certain of their powers there still remained vastly more subjects which, as they were of a purely local interest, should be dealt with by the people of the state alone.

A comparison of the titles to the main divisions of the National Constitution with the titles in the State Constitution will show at once how much more diversified the subjects are in the one case than in the other.

The state governments are similar to the Federal Government in that the powers of the state are divided into three groups falling under the heads of the Executive, the Legislative, and the Judicial. In general it will be found that the duties of each of these divisions of the state government are the same as those of corresponding divisions of the Federal Government, hence much that has been already learned is applicable as we proceed. It should be noticed how much more nearly the state government enters into our daily lives and most intimate social relations.

Paper by

READINGS:

Those portions of the constitution of your state stating how the legislative branch of the government shall be constituted.

James and Sanford, "Government in State and Nation," chapter 14.

POINTS TO BE COVERED IN THE PAPER

Notice carefully all the suggestions under this head in lesson two, and compare point by point the provisions in the national constitution with those in your state constitution, if you notice any differences, try to satisfy yourselves why they exist.

DISCUSSION OF THE ABOVE POINTS BY THE CLUB

Leader of discussion.....

Each member should be prepared to answer the following questions:

1. Where are the laws dealing with matters of state interest made?
2. What determines who may vote in your state?
3. What does the law say as to who shall vote in your state? Find answer in state constitution.

4. Give qualifications for senator and for representative in your state legislature.
5. How is your state districted for representation in the state legislature?
6. How many members in each house? Who represents your district?
7. In what way, if at all, does the method of making laws differ in your state from the method pursued in Congress?
8. Does the constitution of your state make any provision for impeachment?
9. When and how often must your state legislature meet? How often may it meet?
10. Are there the same guarantees from arrest in your state as in the national constitution?

LESSON IV

GOVERNMENT IN MUNICIPALITIES

This division of the subject appeals more directly to almost every citizen, because he is familiar with its details, seeing them as he does in operation at all times. He knows and appreciates the problems of his home locality; he knows the persons entrusted with the offices, and feels more certain of ability to hold them to accountability for the way in which they perform the duties entrusted to them.

It should be noticed that while our nation is called a federation, we cannot apply the same term to the State. When the nation was formed thirteen distinct sovereign units voluntarily federated themselves together to form a single greater state. When, however, the new state is formed it is not produced by the coming together of a number of separate counties to form a confederation, but the state is carved out as a whole and is divided by the legislature into counties for convenience of local government.

One of the most striking changes of the last twenty years has been the rapid concentration of population in cities. This brings about a closeness of contact which makes it necessary for the government to exercise a control and undertake many activities which are unknown in rural districts. These densely populated areas are organized as town and city governments and given power to enforce authority subject to the limitations stated in their charters. In these communities it is essential that streets be opened up, cleaned and lighted; protection from fire provided; sanitary arrangements maintained; and other needs peculiar to crowded conditions supplied. These matters require a greater expenditure of money in proportion to population than either the county, state, or national government, and they touch life more closely; consequently, every citizen should be keenly interested in having his municipal government as efficient as it can be made. Yet it is notoriously weak. There has developed recently a great interest in devising a form of city government which will more readily and effectively serve the people, and do it in an economic way. This movement has taken expression in different states in different ways.

It is difficult to separate the study of the legislative from the executive branch of municipal government, since these two functions reside in the same group of officers, the council enacts the ordinances and sees to their execution. It should be kept in mind that a large part of the legislation in purely local matters is enacted by the state legislature, and that certain powers of local control are assigned to the people of a county or city by the legislature, and that unless so authorized the city has no power to legislate.

Paper by

READINGS:

Literary Digest, April 17, 1920, page 81.

The readings for this paper should include a good deal of reference to your state constitution. Study especially in the chapter on cities and towns, both in the constitution and the statutes, relating to powers of these divisions of the state. Also read up in the statutes the method of county government.

Guitteau, "Preparing for Citizenship," pages 103-112.

James and Sanford, "Government in State and Nation," pages 26-28 and 36-40.

Brevard and Bennett, "History and Government of Florida," pages 249-250.

POINTS TO BE COVERED IN THE PAPER

How counties are formed; how governed; care of roads, poor people, health, finances. Difference between city and town; how governed; finances; franchise.

DISCUSSION OF THE ABOVE POINTS BY THE CLUB

Leader of discussion.....

Each member should be prepared to answer the following questions:

1. How does the county as such come into existence?
2. Name the county officers of your county and the duties of each.
3. How are the county officers chosen? For how long? How paid?
4. In Florida, must a man elected to a county office do anything before he can assume the duties of the office? If so, what?
5. Who has a right to vote on taxing a school district?
6. What is the distinction between a city and a town in Florida?
7. Point out the differences between government of a city by a council and by a commission, or by a city manager.
8. Does the law of your state permit of government by commissioners or by a manager?
9. If there are any cities in your state governed by commissioners tell what cities they are.
10. What is meant by the initiative and referendum? How is it worked?
11. After the people have placed a law upon the statute book by direct action, can the legislature at a later session repeal that law? Ask a lawyer for the answer.
12. It is claimed that in adopting the city manager plan we are getting away from the democratic idea of government of and by the people. What do you think about it?
13. What are the advantages of a city manager plan of handling city government?

LESSON V

EXECUTIVE DEPARTMENT OF THE NATIONAL GOVERNMENT

In thinking of the executive branch of the government our attention is apt to be centered upon the president and vice-president forgetful of the fact that there is a vast system engaging the constant activity of many thousands of men and women in all parts of the country which belongs to the Executive Department. It is the part of the division of the government known as the executive to see that in all of its various ramifications this great machine of ours be kept running with as much efficiency as the complicated nature of its structure will admit.

When we consider that whenever Congress passes a law there arises the necessity of seeing that it be put in force, and that this requires the selection of proper persons to do the work, and that all this falls within the functions of the executive we begin to see how vast the work of this department really is.

Think of the army and navy, the postal system, the affairs of the Interior Department, the relations with foreign nations, the treasury, and all the departments with the many bureaus, each requiring its body of workers, and remember that all this falls to be cared for by the executive.

In the President as the head of the executive branch of the government we recognize one of those checks established by the constitution by which one branch may prevent hasty or unwise action by another branch, for such is the real purpose and effect of the President's right to put his veto upon acts of Congress.

First Paper by.....

READINGS:

Articles in the Literary Digest under title "Lessons in American Citizenship," April 10 and 17, 1920.

Guitteau, "Preparing for Citizenship," chapter 15, pages 177-184.

James and Sanford, "Government in State and Nation," chapters 22 and 23.

Ashley, "The New Civics," pages 148-152.

POINTS TO BE COVERED IN THE PAPER

Study Article 2 of the National Constitution.

Learn the qualifications, term of office, and compensation of President and Vice President.

Method of election: notice 12th amendment.

The electoral college. Action of houses of Congress in counting the vote.

Inauguration. Presidential succession in case of vacancy.

Method of impeachment.

Powers of the President:

Military,

Appointment of officers,

Civil service,

Veto power, and messages to Congress,

Power exercised as leader of his party,

Relations with other nations.

DISCUSSION OF THE ABOVE POINTS BY THE CLUB

Leader of discussion.....

Second Paper by.....

READINGS:

James and Sanford, "Government in State and Nation," chapter 25.
Forman and Shuler, "The Woman Voter's Manual," chapter 5.
Ashley, "The New Civics," pages 255-260.
Guitteau, "Preparing for Citizenship," chapter 15.

POINTS TO BE COVERED IN THE PAPER

Relation of cabinet members with the President. Their appointment and removal. Is President bound to listen to advise of his cabinet? Number of members in cabinet; over what departments they preside; their duties.

Other activities not falling within the work of any of these departments, boards and commissions.

DISCUSSION OF THE ABOVE POINTS BY THE CLUB

Leader of discussion.....

Each member should be prepared to answer the following questions:

1. A candidate for president was born abroad of American parents, is he eligible for the office?

2. How may it happen that a person getting a large majority of the popular votes cast at a national election may fail of election?

3. Has the electoral college chosen by the voters of one party the legal right to cast their vote for the candidate of the other party?

4. Suppose the President and Vice President were both to die, who will then act as president? Will such a person act for the remainder of the term or only until an election can be called?

5. Can the state militia, in case of war, be sent by the President out of the country to fight? What happened in this regard when we entered the last war?

6. Is Congress in any way bound to pay any attention to the recommendations made by the President in his annual message?

7. If a foreign government sends to this country as its minister a person who is not acceptable, is it Congress or the President or both jointly who gives notice of the objection?

8. In case of a happening such as contemplated in the last question, has the country sending the minister the right to take offense?

9. The constitution says that "This constitution and treaties made under its authority shall be the supreme law of the land". Suppose the treaty to contain terms in conflict with the constitution, both being the supreme law of the land, which must give way? What is wrong about this supposition?

10. Which of the ten executive departments of the national government comes most directly in touch with the work of the women's clubs in America? Explain why you answer this as you do.

LESSON VI

EXECUTIVE DEPARTMENT OF THE STATE GOVERNMENT

To a very large extent the composition and duties of the executive branch of the state government are similar to those of the same department of the national government; but there are some differences which should be observed. The President has a cabinet of his own choosing with whom he may hope to work in full harmony, while the officers at the head of the executive departments of the state are elected by the people and hold their offices in spite of and frequently in conflict with the governor, who however well disposed may be prevented carrying out the principles and policies of the party that elected him, because of the political opposition of some of the department heads. On this account it has been often proposed to leave the principal state officers to be appointed by the governor. In your study of this phase of our work you should carefully consider this question and come to some conclusion as to the proper course to pursue in this matter, having in mind, not political expediency but the securing of the expression of the will of the people in the government of the state.

Paper by

READINGS:

Review the readings suggested in lesson four.

POINTS TO BE COVERED IN THE PAPER

The provisions of the constitution of your state as to the executive branch of the government.

What officers constitute this branch of the government.

Election, term of office, and duties of each.

Present incumbent in each of these offices.

What offices, boards and commissions the constitution provides to be appointed by the governor.

Of what official bodies the governor is ex officio member. Comparison of powers and duties of the governor with those of president.

DISCUSSION OF THE ABOVE POINTS BY THE CLUB

Leader of discussion.....

Each member should be prepared to answer the following questions:

1. What is the relation of the governor to the military forces of the state?
2. Under what circumstances may the governor call upon the president to send national troops into the state?
3. Under what circumstances may the governor send the troops of his state into another state?
4. Has the governor power to remove from office all officers of his own appointment?
5. Is there anything in the state corresponding to the president's cabinet?
6. May the governor of a state be impeached? If so, describe the procedure.

7. What are the duties of the lieutenant governor?
8. If a bill passed by the legislature comes to the governor, may he veto a part and allow the balance of the bill to become law?
9. Point out two ways in which a bill may become law without the governor's signature?
10. In what manner is the governor able to influence the work of the legislature.
11. What bills, if any, must originate in the lower house of the legislature? Why?

LESSON VII

JUDICIAL BRANCH OF GOVERNMENT, NATIONAL AND STATE

It should be kept in mind that a court cannot set itself in motion. It sits ready to hear and pass upon controversies when they are submitted to it.

In the performance of his multitude of duties connected with the execution of the laws the President must necessarily be often in doubt as to just what is the meaning of the law, how far his power extends, just which one among the many laws applies to a case in hand.

Laws passed by the Congress often seem on their face to contradict one another, or they may seem to violate some fundamental provision of the constitution. Officials are apt to become arbitrary and oppressive in the execution of the laws. Now, in all such cases there should be a body of men whose interests are not bound up with the interests of those whose conduct may come in question, so that an entirely unbiased opinion may be had as to the interpretation of the law, and the determination of the rights and duties of citizens under the law. For this purpose the Judicial Department is made a coordinate branch of the government. As has been frequently said, the courts act as umpires in the game of organized social life.

It should be kept in mind that there are two distinct systems of courts in this country, the Federal courts which have to do only with cases that arise under the national constitution and the laws made by Congress, and the state courts which deal with questions arising under the state constitution and the laws made by the state legislature. For example, if a man interferes with the business of the postal service, he will be tried in the Federal court for he has violated a Federal law. If, however, he shoots game out of season, he will be taken before a state court, for in this he has violated a state law.

The courts are spoken of as the fountains of justice. If the stream of justice which flows through and into every feature of the civic life of the state is to be kept pure, how exceedingly important it is that the fountain be maintained free from every form of corruption. If our property rights are disturbed, if our free exercise of any of the rights of a citizen is interfered with, if any of the safeguards thrown about the citizen by the federal or the state constitution are threatened it is to the courts that we must go to secure the recognition of those rights.

Paper by

READINGS:

Guitteau, "Preparing for Citizenship," pages 193-195 and 128-133.

Ashley, "The New Civics," pages 260-263.

Brevard and Bennett, "History and Government of Florida," pages 243-247.

James and Sanford, "Government in State and Nation," chapters 7 and 26.

Forman and Shuler, "The Woman Voter's Manual," chapter 6.

Article 3 of the national constitution, also that part of your state constitution dealing with the creation of the judicial department.

The student group should have some practicing attorney give them a lecture on the manner of procedure in conducting a case through one of the courts of record of the state, and the manner of getting the case for review into the Supreme Court.

It would be very instructive for the members of the group to attend the trial of at least one jury case in a court of record and have some one familiar with the work explain the meaning of the various steps.

POINTS TO BE COVERED IN THE PAPER

The various grades of counts provided for by the national constitution and what courts Congress has created.

Qualifications of the different grade of judges, how they get into the office, their term of office, salary, of what class of cases each has jurisdiction. How courts enforce their decisions. The dignity and influence of the court.

The same information with regard to the state courts as indicated for the national courts.

Relation of the state courts to the national courts.

Get all the help you can from practicing attorneys.

DISCUSSION OF THE ABOVE POINTS BY THE CLUB

Leader of discussion.....

Each member should be prepared to answer the following questions:

1. Can you give any good reason for the establishing of separate courts for children?

2. Do you think it would be safe to allow juries to render verdicts by a majority vote of the jury?

3. Should women sit on juries? The question is not should they have a right to sit on juries; but would justice be better administered if they exercised the right?

4. The people directly or indirectly choose a public prosecutor to try the case against a person accused of any crime. Do you think the state ought to employ a public defender to represent the accused?

5 Why is it not important that a justice of the peace be a trained lawyer?

6. Can you give any case where a person may be twice punished for the same offense?

7. A person sells liquor in a city in Florida; he is arrested and may be punished by the city court; the state courts may also punish him; so also may the United States court. In such a case is he punished three times for the same offense? If so, what about the guarantee in the constitution of both the state and the nation that a man shall not be twice put in jeopardy for the same offense?

Compare this state of facts: a mother tells her boy she will punish him if he goes in swimming. His teacher also forbids his going in swimming. However, he does go in swimming and is punished by both his teacher and his mother. Is he punished twice for the same offense? Figure out in what the offense consists. Is it in doing the act or in his mental attitude toward the law? There is but one act but there are two offenses because there has been the violation of two laws.

8. What is the difference in the duties of a grand jury and those of a petit jury?

9. A murder is committed within the boundaries of a national garrison; what courts would handle the case?

10. If the murder is committed by a U. S. soldier in the street of a city, what court?

11. If a citizen of one state wishes to sue a citizen of another state, to what court should he take his case? Why?

12. Congress passes a bill to define the duties of a state officer; if the matter is brought into court, to what court should it go? Why? What would the court say about the bill? Why?

13. Discuss the question whether judges should be elected or appointed, giving the reasons for and against either plan.

14. Is it better to have judges for life or good behavior, or for a term of years? Why in either case?

15. It has been proposed to have judges subject to be recalled in case of dissatisfaction with their decision. Do you believe this would further the ends of justice? Why?

16. If the work of the Supreme Court becomes so great that the court can not keep up with it, has Congress the power to create a second supreme court to act in conjunction with the first? Why?

17. How does Congress get the authority to create new courts, such, for example, as the Interstate Commerce Court?

18. Make a list of the powers of the different Federal Courts as given in the constitution.

19. Why do we need to have a system of Federal Courts in addition to the courts of the separate states?

20. What is meant by the jurisdiction of a court?

21. If a judge sees something going wrong in his judicial district, can he bring the matter up in court and attend to it? How is a court set in motion?

22. A man makes intoxicating liquor in the state of Florida and makes no attempt to sell it in another state. How does the National Court get a right to try him?

23. One man kills a diseased animal and sells the meat entirely at home among his neighbors. Another man kills a diseased animal and ships the meat to another state. The National Courts can punish one of these men and not the other. Which one can they punish? Why? Where do they get their authority?

LESSON VIII

POWERS DELEGATED TO CONGRESS, DENIED CONGRESS AND DENIED STATES

It will be remembered that in speaking of the general structure of our government it was pointed out that the national authority is based upon the delegation to Congress of certain fields of operation that were carved out of the sum total of sovereignty belonging to each state. We should expect, therefore, to find these powers very clearly set forth in the National Constitution, and we do so find them. Sections 8, 9 and 10 of Article 1 of the Constitution are given up to the enumeration of such powers and the denying of others not so delegated, and in order that no uncertainty as to the states having parted with so much of their original powers the right to legislate upon such subjects is specifically denied them. One of the purposes for which our government was formed was to promote the general welfare. Under this declaration in the preamble the Supreme Court of the United States has permitted large extensions of the powers of Congress, holding that whatever is necessary to be done to secure the welfare of the nation at large that can not as well be done by the separate states must necessarily fall within the functions of Congress.

Paper by

READINGS:

National Constitution, Art. 1, Secs. 8, 9 and 10.

Forman and Shuler, "The Woman Voter's Manual," chapter 3.

Guitteau, "Preparing for Citizenship," pages 165-168 and 174.

James and Sanford, "Government in State and Nation," chapters 15, 17, 18, 19, 20 and 21.

POINTS TO BE COVERED IN THE PAPER

All of the three Sections 8, 9 and 10 of Article 1 of the constitution, being careful to make clear that each of the powers granted to Congress is one dealing with a subject in which the states have all a common interest, and which if left to the discretion of each state would lead to confusion.

Show why each power denied Congress is so denied, and why the states are forbidden to legislate upon those subjects concerning which such action is denied. Point out how all this bears upon the questions of general welfare and domestic tranquility.

DISCUSSION OF THE ABOVE POINTS BY THE CLUB

Leader of discussion.....

Each member should be prepared to answer the following questions:

1. What determines the subjects upon which Congress may legislate?
2. What is the difference between the National and the State Government?
3. What three divisions of the subject of powers is dealt with in this meeting's work?
4. Name the powers delegated to Congress that have directly to do with defense.

5. Which do you consider the three most important powers delegated to Congress? This should be made the subject of a debate in the club.
6. Give a reason why each of the powers denied to the states was so denied.
7. What powers has the speaker of the House of Representatives?
8. Why should bills for the expenditure of public money originate in the Lower House?
9. Make a statement of the manner of admitting a territory into the Union as a state.
10. How is the District of Columbia governed?
11. Where does a resident of the District of Columbia vote in national elections?
12. When may a state levy a duty upon another state? To what extent?
13. Compare the last three lines of the 5th amendment to the national constitution with the last three lines of section one of the 14th amendment, and show how one is not a repetition of the other.
14. Point out which of the powers granted to Congress is especially calculated to secure justice to all.
15. What is a bill of attainder?
16. What is an ex post facto law?
17. Which one of the clauses of Sec. 9 Art. 1 is no longer operative?

LESSON IX

SUFFRAGE, HOMESTEADS AND EXEMPTIONS, MARRIED WOMEN

The question of who shall exercise the privileges of citizenship, who shall actively participate in the government of the state has been one that has for centuries occupied the attention of the most serious thinkers upon the subject. It is but slowly that the right of suffrage has been extended from the aristocracy to the common people, and it has been a long struggle to win it for women. The question with the wisest statesmen has not been one of enslavement of one group or sex by another; it has been a question of how the highest good of the state will be best served.

The laws, which set aside a certain portion of the property of the head of a family as exempt from seizure by creditors, are not intended to assist a man in defrauding those creditors, but are put upon the statute books to safeguard and maintain the integrity of the home.

The laws in Florida are so liberal towards woman in the guarding of her personal estate and in giving to her a status far above that permitted to her sex in many of the other states of the Union that they have minimized complaints.

Each of these subjects should be understood by every woman of the state because so much of her happiness and freedom of action depends upon such knowledge.

Paper by

READINGS:

Brevard and Bennett, "History and Government of Florida," pages 247-248, 251-252.

The students should have some acting attorney-at-law point out to them what modifications or interpretations have been placed upon the section of the constitution dealing with homestead and exemption rights, by the legislature or the Supreme Court of the State.

Assistance of the same kind should be sought to explain what statutes have been passed with relation to the rights and status of married women.

POINTS TO BE COVERED IN THE PAPER

Show who are entitled to the suffrage, and the conditions affixed to its exercise. Explain for what purpose homestead and exemption rights are secured, what interest woman has in this subject and as far as possible, compare the law in Florida with that of other states.

Point out what rights and privileges are enjoyed by married women in this state as compared with other states.

DISCUSSION OF THE ABOVE POINTS BY THE CLUB

Leader of discussion.....

Each member should be prepared to answer the following questions:

1. What qualifications are required in this state to entitle a person to vote?

2. Upon what grounds may a person's right to vote at any particular election be challenged?

3. May a married man in Florida dispose of his property without the consent of his wife?

4. What amount of property of the head of a family is exempt from judgment and execution of creditors?

5. To what extent are the wages of the head of a family exempt in this State?

6. Can a woman enjoy the status of head of the family so as to claim the rights of exemption? On what conditions?

7. To what extent does a woman upon getting married in Florida change her standing before the law in business matters from what it was as a single woman?

8. May a woman sue and be sued in her own name, if married, in this state?

9. May a married woman do business on her own account, make contracts, and be a member of a corporation, in this state?

10. What advantages not already enjoyed may a woman in Florida hope to secure, if granted the franchise?

LESSON X

ELECTIONS AND THE PARTY SYSTEM

There is no more important part of the duty of a citizen in a country where the whole responsibility for success or failure of the government rests directly upon the individual members of society than the intelligent exercise of the duties of the franchise. Yet there is no subject upon which more ignorance prevails, or more carelessness is manifested than in the performance of the fundamental duty of the citizen.

We are too apt to think that it is beyond our ability to take part in the selection of candidates for the various offices, and to believe that we have done our whole duty if we vote blindly for the men selected by the leaders of our party to fill the various places of trust.

The duty of the individual citizen in the activities of his government commences at the meeting of the first primary or caucus, and does not cease until the final election has been held. Here as in no other field in a democracy illiteracy is a danger that can not be overrated.

It is not to be expected that upon questions of policy in government people will agree more than in other human affairs. The person who honestly believes that one course of action will lead to greater national prosperity than will another, sets forth his principle and the reasons supporting it and invites those who agree with him to range themselves along with him; thus parties are formed, and it is of the highest importance in a free country that there be political parties.

No citizen is really qualified to vote until he has made such a study of the principles of the different parties as to be able to decide for himself which policy if put into effect will work for the highest present and permanent good of the nation. Remember that one of the reasons for the existence of this government is to secure the general welfare, and that you are pledged, as a citizen, to work for this.

Paper by

READINGS:

Articles in the Literary Digest, "Lessons in Americanization," February 28, 1920, and issues following.

Forman and Shuler, "The Woman Voter's Manual," chapters 12 and 13.

Ashley, "The New Civics," pages 115-120.

Guitteau, "Preparing for Citizenship," chapter 4.

James and Sanford, "Government in State and Nation," pages 47 and 50-52.

The club should get a local leader in each of the political parties to give them an address upon what national and state policies his party stands for. This should deal with fundamentals and not be merely a vote-getting speech.

POINTS TO BE COVERED IN THE PAPER

Show how political parties are formed; that in a democracy party divisions are necessary. Point out the primary differences in the policies of the larger, recognized parties in this country. Explain the meaning and use of the caucus, the direct primary, the county, state, and national convention; the formation and work of the state and national committee of a party. How new parties are formed. The danger of slavery to boss or gang rule.

DISCUSSION OF THE ABOVE POINTS BY THE CLUB

Leader of discussion.....

Each member should be prepared to answer the following questions:

1. What is meant by the direct primary?
2. What was the purpose in adopting the direct primary? Has that purpose been secured?
3. What method has been discovered by which a people may carry on a popular government without giving it their personal attention?
4. If we suffer from the misrule of vicious politicians, whose fault is it, and how can the evil be cured?
5. Why is the party system necessary in a democracy?
6. Do you consider that you have done your duty as an American citizen if you have not exercised all of your political rights?
7. Do you fully realize that a right to participate in the choice of your representative officers involves a duty which can not be escaped innocently?
8. Why do you give your support to the political party for which you are willing to cast your vote? Is it from conviction, carelessness, or because those with whom you have been associated are voting with that party?
9. What, exactly, are the fundamental differences between the political policies of the Democratic, the Republican, the Progressive, and the Socialist parties?

LESSON XI

THE GENERAL ELECTION LAW OF FLORIDA

It is not enough that a citizen understands the general alignment of political parties in national affairs; it is especially important that he have a clear knowledge of the law of his own state concerning qualifications, and duties of an elector. This is primarily important for the reason that his status as a voter in national elections is determined by his status in the state; see Sec. 2 of Art. 1 of the national constitution.

A further reason for knowing the election law of our own State is that the questions that arise in a state come nearer to the individual citizen, and seem to touch his personal comfort and welfare more closely than do questions of a national character.

Again, familiarity with the conduct of political affairs easily gained in matters near at home prepares us for a more intelligent consideration of the larger questions of national importance.

Paper by

READINGS:

To gather information preparatory to the discussion of this subject the club should read the chapter in the laws of Florida dealing with the subject of elections. They should, also, get some lawyer to give them a talk in which he will explain the provisions of the election laws, and answer questions propounded by the members of the club. For this purpose, it would be well for the club to read over in a club meeting the chapter referred to and write down such questions as suggest themselves, so as to be ready to ask these questions when the address of the lawyer is given.

Point out the method of holding elections and the making of election returns and the counting of the vote. Show what precautions are used to secure a secret and uncorrupted ballot. Explain how a candidate gets his name before the people and upon the ticket. Show how an election is conducted, what officers act, how they are chosen, and their compensation.

DISCUSSION OF THE ABOVE POINTS BY THE CLUB

Leader of discussion.....

Each member should be prepared to answer the following questions:

1. What is done to secure a secret ballot in Florida?
2. What are the requirements as to residence to entitle a person to vote?
3. Upon what grounds may a vote be challenged?
4. What must one offering to vote do in case his vote is challenged?
5. In case two parties claim the election, how is the contest decided?
6. Is the manner of choosing school officers different from that of electing others?
7. May one not a citizen of the United States be allowed to vote at elections for state and municipal officers?
8. If you answer the 7th question in the affirmative, would such a person then be allowed to vote for presidential electors?
9. When and by whom is the official count of the ballot in an election made?

LESSON XII

PROBLEMS OF CITY GOVERNMENT

It is in the city government, especially, that those who are disposed to take up the work of betterment of living conditions find their widest and most important field. Carelessness, ignorance, poverty, and sloth combine to bring about unhealthy conditions, conditions unhealthy not only in a physical sense, but morally and spiritually as well. Here as no where else disease is bred by overcrowding; ignorance is fostered by the necessity to labor for sheer existence; immorality is increased by poverty; and crime grows from lack of proper official oversight.

The frightfully high rate of infant mortality, the tenacious hold of entirely curable diseases, the high rate of illiteracy, all combine to produce a problem or rather a group of problems to which the social worker and the taxpayers of the city must give much more attention in the future than in the past if we are to improve the citizenship of our people and make America truly safe for Americans.

No group of people who seriously apply themselves to the study of civic problems can be said to have touched the central, vital problem unless they have familiarized themselves with the evils that beset our civilization in the neglected quarters of our cities.

In addition to these crying evils, there are many other subjects needing the attention of those who take a pride in their local surroundings, subjects which usually go unattended to because it is made no particular person's business to attend to them. Here there is great opportunity for work.

Clean streets, healthy working conditions, protection of women and children from greedy employers, pleasant school surroundings, adequate and appropriate provision for recreation for young and old, proper care for the spiritual needs of the children and their parents, and an almost endless number of other matters. Not the least important of the problems growing out of city life is the matter of the wisest method of taking care of the poor.

All of these matters require funds for the proper carrying on of the work, and here arise questions of the best mode of raising the funds and the wisest manner of using them. Here also come up questions of efficiency and honesty in the handling of funds.

The person who is seeking an opportunity to do good to his fellowmen need not go far from home to find a field ripe for his reaping.

It is true that we elect officers whose duty it is to see that all these things are attended to; but it is just because these officers do not attend to them that it becomes necessary for the citizens who are interested in good conditions in the community to take them up.

Paper by

READINGS:

Forman and Shuler, "The Woman Voter's Manual," pages 63-64.

Ashley, "The New Civics," pages 180-200.

Guitteau, "Preparing for Citizenship," pages 100-103 and 112-115.

James and Sanford, "Government in State and Nation," pages 28-36.

POINTS TO BE COVERED IN THE PAPER

This lesson should be studied with reference to conditions and problems in your own locality.

Show what provision is made by ordinance for the securing of public safety, fire protection, for maintenance of schools and libraries, the public health, parks and playgrounds, how the finances are handled, what is done for the care of the poor.

Suggest improvements that might be made in any of these fields and the existence of problems not yet recognized or provided for by the city authorities.

Indicate what is needed and possible of accomplishment in the way of better housing, better city planning, improved moral conditions.

The club should not be satisfied with the holding of discussions; the results of your study should take form in a well-rounded program which should be reduced to writing and made a matter of actual work and public service.

DISCUSSION OF THE ABOVE POINTS BY THE CLUB

Leader of discussion.....

Each member should be prepared to answer the following questions:

1. What was the percentage of infant mortality in your city during the last year? Ask physicians, and study county records.

2. What is being done to prevent the spread of diseases due to insects, such as the mosquito, hook worm, etc.?

3. Why is it considered important to provide playgrounds and other means of recreation for all?

4. Has the money paid into the city treasury during the last year been wisely and economically expended?

5. Have you, personally, given these matters any serious thought with a view to seeking to improve conditions?

6. Is the dispensing of charity carried on in a haphazard way or is there a coordination of all charitable efforts?

7. Is any efforts being made to reduce the amount of want, disease, and uncleanness in your community by a kindly effort to aid and instruct those who are suffering because of ignorance?

8. State at least one problem that occurs to you that might be attacked in your community with benefit to society as a whole.

9. Is it in any sense economical to allow any case of preventable disease to exist in a community? Why?

10. Do you take an active interest in the work of your schools, and cooperate with the teachers in the making of your children's characters?

EXTENSION SERVICE

In an effort to serve all the people in the State, the Extension Service of the institutions of higher learning in Florida, is made up of a General Extension Division and an Agricultural Extension Division.

The General Extension Division carries on all extension activities except those in agriculture and home economics and represents the Colleges of Arts and Sciences, Education, Engineering, and Law of the University, and the College of Arts and Sciences and the Schools of Education, Physical Education, and Music of the State College for Women.

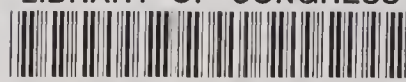
GENERAL EXTENSION DIVISION

The work of the General Extension Division is divided into four departments, each department consisting of several bureaus, indicated as follows:

- I. Department of Extension Teaching.
 - a. Correspondence-study Bureau.
 - b. Class Instruction Bureau.
 - c. Club Study Bureau.
- II. Department of Public Welfare.
 - a. Short Courses Bureau.
 - b. Institutes and Conferences Bureau.
 - c. Health Instruction Bureau.
 - d. Surveys and Community Studies Bureau.
- III. Department of Instruction by Lectures and Public Discussion.
 - a. Lecture Bureau.
 - b. Public Discussion Bureau.
- IV. Department of General Information.
 - a. Public Information Bureau.
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